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ABSTRACT

Due to the increase in the number of non-physical bullying incidents observed by both teachers and administrators throughout the last year at a high-school, students were becoming so intimidated by other students that they were unwilling to even speak up about or report any such incidents to school administrators. A strategy was designed and implemented to increase students' knowledge about bullying, their skill levels and willingness to participate in a student-run bullying prevention program. The strategy utilized a pre- and post-survey to assess the changes in students' perceptions and fundamental beliefs. In between those surveys 10 half-hour classroom sessions were presented including lectures, presentations, and hands-on demonstrations to inform students and provide a safe place for them to practice bullying prevention. The responses of the students were positive with respect to their answers. Answers indicated that the strategy had provided a challenge to the students' beliefs and they were now much more informed about what behaviors may constitute a bullying act. Students learned how one can safely intervene or report a bullying incident they might witness. As a result, the students were much more willing to participate in both helping to write a school policy on bullying or intimidation and helping to participate in developing a school bullying prevention program. (Author/RB)

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Developing Student's Knowledge, Intervention Skills, and a Willingness to Participate In Decreasing School Bullying : A Secondary School's Use of The Curriculum Approach

by

Gordon H. Young

Cohort # 60

A Practicum Presented to the
Master's Program in Child, Youth Care, and Family Support
in Partial Fulfillment of the Requirements
for the Degree of Master of Science
Running head: SCHOOL BULLYING

NOVA UNIVERSITY

1994

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June 30, 1994 — DATE

Lindsay H. Young — SIGNATURE

Abstract

Developing student's knowledge, intervention skills, and a willingness to participate in decreasing schooi bullying: A secondary school's use of the curriculum approach. Young, Gordon H., 1994: Practicum Report, Nova University, Master's Program for Child Care, Youth Care, and Family Support.Descriptors: Bullying / Secondary Schools / Classroom Approach / Curriculum Approach / Anti Violence Policy / Intimidation / Delinquency / Aggression/ Prevention / Student Behaviour/ Student Subculture.

Due to the increase in the number of non physical bullying incidents observed by both teachers and administrators throughout the last year at this high-school students were becoming so intimidated by other students that they were unwilling to even speak up about or report any such incidents to school administrators.

The author designed and implemented a strategy intended to increase student's knowledge about bullying, their skill levels and willingness to participate in a student run bullying prevention program. The strategy utilized a pre and post survey to assess the changes in student's perceptions and fundamental beliefs. In between those surveys the author presented ten half hour classroom sessions including lectures, presentations and hands on demonstrations to inform students and provide a safe place for them to practice bullying prevention.

The responses of the students were positive with respect to their answers. Their answers indicated that the strategy had provided a challenge to the student's beliefs and they were now much more informed about what behaviors may constitute a bullying act. Students learned how one can safely intervene or report a bullying incident they might witness. As a result, the students were much more willing to participate in both helping to write a school policy on bullying or intimidation as well as help to participate in developing a school bullying prevention program.

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Chapter I

INTRODUCTION AND BACKGROUND

Description of Work Setting

The work setting in which the problem occurred was in an urban western Canadian high school in a city with a population of 750,000 people. Between the two main school districts located in the city, there were 31,308 students attending high-school. In the whole Province, there were 123,021 students registered in high school in the fall of 1994.

This past year there were a total of 1,593 students attending this secondary school. Of those, there were 757 females and 836 males, ranging in ages from thirteen to nineteen years of age, with the majority being fifteen to sixteen (866). There were fifty-three classes, a staff of eighty-six teachers, four administrators, twenty-four support staff, and six guidance counsellors. The students came from a diverse cross-section of middle class, mostly Caucasian and Italian backgrounds. They did share something in common, however, namely that all but fifty students had at least one parent baptized in the Roman Catholic religion. The average class size was approximately thirty students. Another interesting note about this school was that it had a reputation for having one of the best high-school athletic programs in the country. This may have made it somewhat prestigious to attend there.

Writer's work setting and role

This writer's affiliation with the school was as an outside professional working in the counselling field. He has had an ongoing relationship with this institution, in a consulting capacity, since 1992. Since that time, he has presented workshops to the guidance counselling staff surrounding the issues of chemical dependency in school. His workshop identified the paramount need for properly identifying high-risk students. He helped them develop various intervention techniques to accurately report, assess, and document these at- risk students.

The writer had also worked in close conjunction with the school principal in the development and implementation of a formal school drug policy. This policy emphasized acceptable intervention procedures and appropriate consequences for students violating it. This policy is now on active status. As a result, the writer had seen a number severe cases involving a chemical dependency assessment. This type of external referral process, although infrequently used, helped the school and the author develop a close and comfortable working relationship. He has acted as a mediator on behalf of both the students and their families on a number of occasions.

In addition to these consultations, the author was asked to present various lectures for the parents, professionals and teachers within that local community. These lectures were sponsored by the school's Parents Council, which acted somewhat like an advisory committee. This committee was composed largely of its own students' parents. The first lecture presented this year by the writer was on enhancing family communications. The advertising for this was done by the high-school to the parents and through many of the local feeder schools.

Chapter 2

THE PROBLEM

Problem statement

Parents, students, and administrators presume that our schools are able to protect their students from physical and psychological harm. They believe that all competent school administrators will intervene when they are made aware of any problems violating any of their students' basic rights to safety. Unfortunately, this is not always the case when non-physical methods of bullying occur.

So what can a student or the parents do when a student has been bullied? What can be done when it gets so bad that a student may, after being bullied, become physically sick from the sheer anxiety over the situation? What if a student attends school, but is not allowed to go into or is confined from certain places? What if students believe that truancy may be the only alternative to avoid being bullied? As a victim, a student may not want to ever return to school if he or she does not feel protected. What should parents do if their child withdraws from school due to uncontrollable and sometimes undefinable fears, caused by threats made towards him or her from other students? Are parents and lay people correct to assume that the school does not protect students from this? Should schools be held liable?

Typical bullying involves an imbalance of power and repeated aggression over a long period of time. It has been characterized as one or a number of individuals inflicting verbal, psychological and sometimes physical abuse on another person (Besag, 1989b).

Physical bullying may include hitting, pushing, kicking, jostling, being confined as well as vandalism, theft, robbery, and extortion. Verbal bullying may involve namecalling, teasing, use of ethnic slurs, and having rumors circulated about by students. Psychological bullying may be characterized by being embarrassed, threatened (with or without weapons), intimidated, or harassed in writing. In some instances, it may include socially ostracizing one

embarrassed, threatened (with or without weapons), intimidated, or harassed in writing. In some instances, it may include socially ostracizing one student from his or her own peer group in one or many situations. When it comes to severe emotional consequences, intimidating behaviors such as threats, or constant harassment have been proven to cause more long-term emotional pain, undue fear, and even greater anxiety than any physical bullying could (Elliott, 1989).

Although this setting had a problem with physical bullying, this practicum dealt with the aspects of both verbal and psychological bullying and its consequences. The students at this setting, were not aware that they had such severe problems immediately recognizing other student's behaviour as intimidating or coercive. They also did not appear to have the necessary skills to safely intervene or report these incidents, and were somewhat too tolerant of this on-going behaviour.

Documentation of the problem

Bullying had been a concern at this setting for quite some time. To date, no one had been able to determine the full extent of the problem, as no formal survey had ever been conducted. The principal had reported that there had been thirty incidents of physical altercations between students at the school in the last six months prior to this study. On several occasions students had verbally abused teachers or staff members. Fortunately, with the administration's quick handling of these situations, no major incidents of violence had occurred. Violators had rarely gotten away with any fighting as when incidents were brought to the attention to the school's administration, they resulted in a call to the police if this was criminally warranted and/or suspensions.

Compared to last year, there had been an increase in the number and nature of bullying incidents happening within the school. The principal reported that he, his staff, and his students were concerned, and wanted this problem quickly arrested. He said that a policy to curtail all types of physical, verbal and psychological bullying was needed and that one was

forthcoming. He hoped that implementing this policy would aid in supporting any other appropriate intervention strategies. He said that all teachers were united in their concerns regarding bullying and would wholeheartedly support and work together at embracing an effective solution (Buchignani. D., Personal interview, December 10, 1993).

In an interview with the head of the guidance department, it was similarly expressed that all teachers were greatly concerned with their students' safety. He said that students had reported being intimidated more frequency this year than last year. He thought some students were too intimidated to tell anyone that they were being intimidated. He stated that most of his staff and teachers had expressed concerns that the bullying, and the intimidation going on in and around the school, was having a negative impact on their abilities to effectively teach their students. His department had begun to run social peer groups with the students to attempt to deal with this ongoing problem and to date had some good successes, but only a limited effect on correcting the intimidation factor (MacDonald, S., Personal interview, October 29, 1993).

Students with whom this writer spoke to said that bullying was just a part of the way things happened at their school and that it had become a way of life for them. They said it had always been around. They admitted to occasionally skipping classes or avoiding certain specific places in order to steer clear of other students who may have been out to get them. They also thought that the teachers were not really able to support them to deal with their bullying problems. They said that once the day was over and the students had gone off the school yard on their way home, there was no protection for them. Teachers could easily go home at the end of the day; but the students still had to continue to battle after school with their acceptance into social peer groups. Intimidating, they said, had long since become a method of working things out between peers and resolving most issues. Physical fights were common as they solved things quickly. They were frustrated with what they perceived as relatively few and insignificant consequences imposed by the school on these bullies. They doubted that this

would have ever change (Students, Personal interviews, December 10, 1993).

The local city police have witnessed a rise in bullying and its increased violent nature. They supported the fact that bullying has been on the increase, particularly, at the local transportation sites (buses and rail trains). These incidents seem to be occurring most often when most students were en route to or from school. Their reasons were more socially based (Fielder, Staff Sergeant, Personal interview, March 1, 1994).

The local media had repeatedly reported in local newspapers about the alarming increase of violence at our schools. Unfortunately, last year one student was murdered on his own local school yard. This horrible incident, alarmed many parents and made them extremely angry. This particular murder attracted national attention as parents across the country became very concerned with the overall lack of safety procedures at schools, protested loudly through the media. These parents wanted immediate changes to the federal youth laws and they pleaded for any interventions by the government that might have helped to stop all kinds of physical, mental, or emotional harm being done to their children (Walker, 1993).

Parents of students who were interviewed commented that they often had seen their children return home after having been teased, threatened, and sometimes beaten up. What frustrated them the most was that their children were too afraid to speak up about who did has done this to them for fear that further harm would come of it. These parents were also furious about another situation as well. When their children came home, they found that their children had been robbed or were victims of thefts, losing their money, jewelry, and often clothing. Once again, even in the safety of their own homes, their children seemed to be too intimidated to tell their parents who had been responsible for these crimes committed against them. These upset parents were stymied at what was happening at their children's schools and what they saw as helpless to avoid (Parents, Personal interviews, November 19, & 26, 1993).

A merchant located near the school, said he had witnessed an increase in assaults and threatening behaviors by some students towards other student customers. There were now limits set as to the number of students allowed in the merchant's shop at one time, in order to protect himself from being threatened, assaulted, or robbed. He said, at times, these bullying behaviors appeared to be happening, not just during evenings anymore, but throughout the day. He was worried for his own safety (Bandola, T., Personal interview, November 26, 1993).

Both school boards were very concerned with this issue. In fact just last April, they came out with a document entitled The Chief Superintendent's Task Force on Safety and Security of Students and Staff. It recommended a number of things to address the problem of violence in our city's schools, including a section specifically entitled, verbal intimidation and coercive behaviour. They have been busy working toward creating a reasonable and responsible formal school policy that will help to deal with this dilemma. While their energies have been utilized in trying to cope with huge budget cuts, they have attempted to find innovative ways to keep their promises to parents by addressing school violence head on and assure parents of their children's safety. All schools were asked to come up with innovative strategies or pilot projects to help address this problem. Unfortunately, the board's funds for working conferences to train teachers and share information with professionals, as well as other programs was recently cut. Most parents are worried that the failure to cut down on the violence in schools will affect their children's rights to security and a decent education. To make matters worse, even the Teachers Association and school guidance counsellors were worried about even keeping their jobs at most academic institutions due to cost saving procedures (Dempster, 1993).

To compare the number of incidents that occur here to various other places, the writer looked at both the current data and the manner in which this data was collected. Recently, researchers have primarily relied on non-standardized testing and the completion of self-reporting questionnaires. These have been filled out most often by students, occasionally by their teachers and administrators, and sometimes even by a student's parents. To

round out the researcher's techniques of gathering data, peer ratings as well as formal interviews were used.

Most of the recent studies have been done in Europe, North America, and Asia. There is however a consensus that bullying, in fact, seems to be occurring throughout the world. Researchers, agree that this is a complex and widespread problem, and that very often the occurrences of bullying and their severity are very difficult to properly and accurately assess.

To begin with some Canadian studies, one researcher conducted a review of various studies originating from Britain, Japan, Norway, Sweden, and the United States. This was done to try to compare the incidents of bullying in Canada with other parts of the world, statistically. He concluded that, like other countries, at least ten percent of all Canadian students were involved in bullying to some degree (Olweus, 1978).

Research seems to have found that almost all students were at least afraid of being victimized, even if they had never been bullied. Therefore, he felt that all researchers' conclusions must only be regarded as speculations, at best. Looking at the severity of the effects on those students being bullied, they were in agreement however that most victims of bullying are very likely to suffer from its effects psychologically. By remaining in a permanent state of anxiety, insecurity, and low self-esteem, victims were more likely to suffer from severe depression (Besag, 1989a). Tragically, one student apparently committed suicide as a result of being constantly bullied by other students at school (Walker, 1991).

That same year, in another Canadian study conducted in Toronto classrooms, researchers attempted to find out the types and frequency of bullying incidents going on. They found that, of the 211 students that were surveyed in 14 classrooms, 8% reported having been bullied weekly, while 12% reported it only now and then. Of these students, 49% had been teased; 53% had been hit or kicked; and 42% had been threatened, confined, or intimidated. Although no students had been bullied more than once or twice per term, the percentage of students who were subjected to more constant

bullying was much higher than the overall average (Ziegler & Rosenstein-Manner, 1991). These results indicated a significant trend in Canadian schools that required investigation.

Results of these frequencies were also found in various Asian studies. In Japan, bullying is sometimes referred to as "Ijime," which means intimidating the weakest of the group. One researcher there found that there had been 155,066 cases of reported ijime within one six-month time-frame in Japanese schools (Schoolland, 1986).

Researchers in Japan, looking at the severity of consequences, documented a case in which one young boy had been bullied and forced to perform degrading acts, such as eating grass. Unfortunately, he became another victim of suicide, apparently resulting from the constant bullying done to him by his Japanese classmates (Mihashi & Goodman, 1987). In another survey conducted that same year, in Japan, researchers questioned eighty five secondary school teachers. Every single teacher reported repeated incidents of bullying in their schools. They were at a huge loss to explain why or even what they could do about it (Kikkawa, 1987). Another study conducted in the Philippines with the Department of Defence elementary school students reported that a severe problem with bullying within their student population existed (Madonna, 1989).

Scandinavian research leads the way in producing valuable studies that have been completed recently. In Stavanger, Norway, researchers called all the international experts together for a conference in 1987. The key note speaker was Dr. Dan Olweus, professor of psychology at the University of Bergen, Norway. He was then, and still may be, the foremost authority on the topic. Being one of the first pioneers to research this area, he estimated that one out of every seven youths, or about 15% of all students are involved at some level with violence, either as a bully or as a victim. One in ten students, he suggests, is regularly harassed or often repeatedly attacked by bullies. His findings are based on surveys conducted of more than 150,000 students (one fourth of students between eight and sixteen) in Norway and Sweden. He

believes that virtually every school, is affected by bullying to some degree (O'Moore, 1987).

In another European study, enormous problems with intergroup bullying has been brought to light. Out of approximately 200 students that were studied, between twelve and seventeen years of age, 26% of them reported being bullied, at least verbally, on numerous occasions. The author's subjects were from a variety of backgrounds, including those of Dutch, Moroccan, Turkish and Surinamese descent. The researcher, studied bullying, using the Scandinavian term "mobbing," meaning when someone is bullied or intimidated. He found that mobbing, was extremely prevalent at schools and had been widespread for a long time (Junger, 1990).

These same occurrences and ensuing concerns have been reported in other parts of Europe as well. Researchers for instance in Scotland, found that 50% of all secondary school students studied reported having been bullied at least once or twice. They also found, by polling 942 students from ten different secondary schools in both rural settings and urban centers, that at least 44% had admitted to bullying others, while only 32% admitted that they had never been involved in any kind of bullying incident (Mellor, 1990).

In Britain, when a huge study of 4,135 secondary school students was conducted. The results once again confirmed similar statistics. Researchers found, that 27% of students confessed to having been bullied at least once during their last school term (Sharp & Smith, 1991). These statistics were supported by another study done in Sheffield one year later. The researchers, who conducted these surveys with school students, found that 37% of the junior/middle school students and 14% of the secondary school students confided that they had been bullied on an ongoing basis (Whitney, Nabuzoka & Smith, 1992).

These results told researchers that an inordinate number of bullying incidents were widely occurring, yet their research could still not adequately explain why. Variations as to the extent of bullying that exists from school to school were studied and correlated with socioeconomic demographics. In one

English study of twenty six schools, (Stephenson & Smith, 1989) found that bullying was more common in socially deprived areas. Again the reasons why this seemed to occur could not always be explained.

One must conclude from all of this research, that bullying happens not only in every corner of the world, but that teachers, students and administration everywhere are both concerned and frustrated with why this issue is not easily resolvable. Research confirms that bullying occurs in almost every school at some point or other with a significantly high number of students.

Analysis of the problem

When looking at some of the possible, contributing factors that may have added to the presence of this problem in this and various other settings, one must take into account what some professionals and researchers have hypothesized. Why are they saying that this problem is getting worse and what are some of the outside factors that have aggravated the occurrences of this in school settings?

There seem to be a number of areas affecting the presence and significance of the bullying problems in schools. They include the writing and implementation of a formal bullying policy, the various personality characteristics of bullies and victims, functioning of their families, and our community's attitudes toward bullying, and the overall operational management of schools by administration.

The mere lack of any formal school policy itself may be one of the largest contributing factors affecting the increase of bullying incidents at schools. Studies suggest that it may be both the manner in which a formal policy is written and/or the implementation procedures which may greatly affect this increase. (Stephenson & Smith, 1989).

All school's anti-bullying policies should be designed to help students establish acceptable norms of behavior, including respect for all individuals.

In order to do this there are three important points a formal policy can help to illuminate: recognition by the school that the problem exists, creating openness to discussing a solution, and creating an opportunity for other interested parties to give input.

The solicitation of input from other interested parties may aid students, their parents, and administrators to create a successful policy. Researchers support the fact that an effective school policy is created when input and participation are requested by schools from their students, parents, and communities (Mellor, 1990).

Bullying seems to be deeply embedded in our students' culture. In this particular school, students expressed that their administration was too tolerant of bullying and was, in fact, not taking their plight seriously. A zero tolerance policy with regards to physical violence, but no written formal written policy with respect to bullying or intimidation seemed to be the reason. With no significant consequences for intimidating others, students were having trouble developing a deep sense of faith in their teacher's or the school's ability to support them.

Another important point to be aware of is that a formal policy helps staff intervene in a uniform way with students bullying others and yet it allows some flexibility in handling atypical situations, and thereby averting any further crisis. In addition to that, it may help to strengthen the working cooperation between teachers and administrators (Kikkawa, 1987). It also helps with accurate and uniform record keeping, and it may aid teachers in developing an ongoing system of highly effective response patterns. It may inadvertently also helps students to differentiate between school law and criminal law as well. These operational management differences and their effects will be discussed further later on.

The last thought about a formal policy is that sometimes adult solutions may not be as effective as ones generated by the students themselves. Students and their families are more likely to support a policy that is effective in addressing the consequences in the manner students themselves see fit to

punish the violators. If this is not done, then students may not support its implementation. Good policy should support what the school is trying to change, rather than merely describing the method by which the school takes care of this behaviour. A clear and effective policy can also help to tackle the psychological defenses bullies use on their victims.

Particular personality traits of bullies and victims may also affect the presence of the bullying at secondary schools. Research concludes that bullies have experienced remarkably similar backgrounds and, as a group, may appear to be searching for a way to meet their individual needs in very similar ways. Victims, research says, may also have similarities as their make-ups and past experiences are common as a group, and they may be meeting their needs in similar ways.

Bullies tend to present themselves as stronger, larger, confident, and more assertive than their victims. Not surprisingly, they exhibit a positive attitude towards the use of violence at school. Contrary to popular misconception, bullies are neither more or less anxious or insecure than any other students. However, they do seem to lack some social skills, tend to act impulsively, and seem to have a lower frustration tolerance level than other children. Their motives are usually power, control, punishment, and getting their own way (Olweus, 1987)

In his book Man the Manipulator: The Inner Journey From Manipulation To Actualization, Everett Shostrom described bullies as persons who exaggerate their aggression, cruelty and unkindness. He believes that they tend to control others often with implied threats. The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM III) classifies bullies as, individuals with an aggressive type of conduct disorder, whose essential feature is a repetitive and persistent pattern of conduct, in which either the basic rights of others or major age-appropriate societal norms are often violated. Other researchers have stated that bullies often see the world through a paranoid's eye. They usually overreact impulsively to what they misinterpret as a hostile situation, when, in fact there really is none presenting itself (Dodge, 1989).

Victims, on the other hand, tend to be more anxious, insecure, cautious, sensitive, shy, quiet, and physically weaker than others. According to researchers, victims often view themselves as failures and feel stupid, ashamed, and unattractive. Some students are victimized for years. Consequently, they can become increasingly isolated, losing their self confidence, and thereby making themselves even more vulnerable to being victimized (Besag, 1989b).

In a recent Toronto study, researchers found that 60% of students studied reported being bullied weekly and described themselves as often being alone. Forty percent of the students said they often felt lonely at school, and 49% of them reported feeling less well-liked than others. These percentages were between triple and quadruple the number of those that apply to students in general. This study also said that 28% of the victims bullied refused to seek help from adults, due to their fear of being further humiliated and embarrassed. The threat of possibly being excluded by their friends as a result was another factor (Ziegler & Rosenstein-Manner, 1991).

Victims' passive behaviors are sometimes caused by parents who may be overprotective of their children. Parents, often unwittingly, encourage obedience and dependence rather than teaching or encouraging their children to be assertive and autonomous. On the other hand, sometimes victims, instead of growing up in an overprotective families, are abused at home or are involved in a dysfunctional love relationship. This may cause them sometimes just to give up fighting for interdependence and focus on remaining passive.

Research indicates that another common factor influencing student conduct at schools is the many different parenting styles. Parents who have displayed strong negative attitudes towards their children, coupled with a more permissive attitude towards their children's use of violence, tend to have more aggressive children (Olweus, 1978). Other researchers have found a significant correlation between bullies and parents who used physical punishment for disciplining. It found that the treatment received at home was similar to the treatment bullies inflicted on their victims (Floyd, 1985).

As a result of this research, parents, teachers and students seem to have a common goal to help prevent bullying. Therefore, they all need to be intimately involved in any interventions that prevent bullying. This will help to ensure that bullying will be curtailed completely or at least condemned as an ongoing school activity. All parties must also continue to liaison and dialogue in order to promote an effective anti-bullying approach to school safety.

Although parenting styles apparently contribute to the development of both passive and aggressive personalities, this issue is obviously complex. No doubt there are some other social forces at work affecting the presence of bullying, such as the influence of peer pressure and the long-term effects of witnessing violence constantly in society.

Another area possibly affecting the increased tolerance towards bullying may be the community's inability and lack of interest in supporting any anti-bullying solutions. Since basic learning and education could easily be harmed by the deterioration of society's order, then all the contributors in the communities need to be in alignment, not just the teachers and students but also the taxpayers. So what are the local community's responsibilities?

This writer interviewed a professor who works at the local university. She stated that bullying could be representative of a larger, societal problem, and the public must be first made aware of the problem in order to deal with it. She thought there were a number of myths that parents believe that should be addressed. Two of the more significant ones she often sees are that children, especially boys, are just going through normal stages of development, and that bullying is just an age typical behavior seen by youths of this age group having relatively few significant consequences. The second misconstrued myth she saw was that to ward off bullies one should just fight back against them because, even if you lose, you will still be able to save face. These two beliefs she thought needed to be addressed and dismissed by the schools with lectures made available to both students and parents as well as the public at large. In fact, because public opinion is really just the aggregate result of public opinions, she thought PTA meetings might be a

good place to discuss these issues. She also suggested the use of booklets to help educate the public about various bully/victim problems, and what parents could do about it in the home that would be helpful. Parents helping out at their children's schools could assist teachers by telling them what they see happening at home. These things, she thought would not necessarily put an end to bullying, but would help to show students that adults do, indeed, want to help their kids and are prepared to take appropriate action (Danielle, M., Personal interview December 10, 1993).

A school's overall operational management may also contribute to the presence of bullying. One example of effective educational management is the use of ongoing teacher training. An orderly, consistent, and on-going upgrading of a teacher's knowledge in this area is constantly needed, to provide optimum support both from teachers to teachers, and from administrators to teachers.

One researcher found that schools, whose administrators kept their teachers informed with up-to-date information on problem students as well as provided both advice and support in dealing with problem students, benefitted most with higher degrees of cooperation between staff (Gottfredson & Gottfredson, 1985). Others, found that the staff members who were better united on their school's intervention techniques seemed to have less incidents of bullying going on at their schools. They thought that when the staff were not well coordinated in dealing properly with bullying there were more chances of intimidation occurring (Stephenson & Smith, 1989).

One of the most important areas in which a teacher needs ongoing training is physical and verbal interventions. When these interventions are done properly, it often helps to ensure both the teacher's own safety as well as their student's welfare. There are many teachers who are reluctant to intervene when there may be a risk to their security. Although they are not policemen or social workers, they must be adequately trained in how to break up disruptions and physical bullying safely (Blauvelt, 1981).

Research provides us with some clues as to what else is entailed in operational differences and their possible ability to affect the proliferation of bullying in schools. Ziegler and Rosenstein-Manner (1991) found that in schools with little to no bullying, operational factors could account for a lower incidence of bullying. Active participation by the local community was another possible reason for the large variability of bullying incidents occurring between schools. Although Stephenson and Smith (1989) found more bullying in socially deprived areas, an interesting anomaly was also found. The school which rated as highest in social deprivation was also one of the few "low-bullying" schools. Similar anomalies have been found in other studies, such as Baker, Mednick, and Carothers (1989) and Gottfredson Godfredson (1986). These, once again, may suggest that organizational factors within different schools may be largely responsible for the varying degrees of bullying activity than had been previously noticed.

The students at this work setting seemed to have a formalized and unspoken code, related to not telling or "ratting" on others. They fear, that any violation of this code would result in even more taunting, humiliation, or ostracizism. Students' fearful attitude towards bullies could also be a contributing factor for the presence of bullying. This writer thought that the students' blind participation in an old street code of silence may keep students emeshed into the problem rather than freeing them to embrace any other possible solutions.

Some students, may have intolerant attitudes or prejudices towards culturally different students, or even just smaller and weaker ones. As previously mentioned, studies such as Modanna (1989) and Junger (1990) suggest that the presence of students with both limiting and selfish attitudes may have been other possible contributing factors affecting the amount of bullying going on at schools.

Gangs, which students may join in the belief that they offer protection, could be another contributing factor that amplifies bullying. Presently, there was no such gang involvement admitted by students at this particular school. However, there have been "dopers" or "outsiders," frequenting the school

which have further aggravated many situations. On a lesser level, there were the timeless clashes of cliques going on there to some extent, between the wealthy and the poor, the pretty and the not-so-popular, and the jocks versus the brains.

The problem of bullying in schools seems to be contingent on a variety of factors. Policy creation and implementation are major factors in this specific work setting. In addition to that, there had never been any formal study or even a survey to accurately assess this problem. A bully's or a victim's personality factors, family backgrounds, parenting styles, and cultural differences may have not been as important in this particular setting; but without a survey, one could not tell. There were also some operational and organizational management factors operating here that may have been affecting the problems. The community's influence, or the lack of it, in this case, may be another factor. The fact that the student body seemed to be quite resigned to the fact that this kind of behavior has always happened, and possibly would continue to go on, seemed the most distressing and hopeless part of this scenario.

CHAPTER III

GOALS AND OBJECTIVES

Goals

1. To increase the test group's knowledge about what bullying involves and also increase their ability to identify incidents of bullying at their school.

2. To increase the test group's knowledge and ability to properly and safely intervene or report all bullying incidents at their school.

3. To increase the student test group's willingness to participate in a student run bullying prevention program.

Objectives

1. By the conclusion of the series of classroom sessions, 75 percent of the students in the test group will exhibit an increase of 30 percent in their knowledge and recognition of bullying, as evidenced by the related test scores on questions five, seven, eight and nine in the post-test, as compared to the pre-test.

2. By the conclusion of the series of classroom sessions, 75 percent of the students in the test group will exhibit an increase of 30 percent in their skills to intervene or report bullying, as evidenced by the related scores on questions two, fourteen, fifteen and sixteen in the post-test, as compared to the pre-test.

3. By the conclusion of the series of discussion sessions, 50 percent of the students in the test group will exhibit an increase of 20 percent in their willingness to help out, as evidenced by the related score on questions seventeen and eighteen in the post-test, as compared to the pre-test.

CHAPTER IV

SOLUTION STRATEGY

Review of existing programs, models, and approaches

In the research there are a number of reports of different approaches that schools have utilized in their attempts to prevent bullying from occurring. These have included various peer counselling or peer mediation programs based on conflict resolution models and other diverse approaches in that same vein. In addition, some researchers have tried to combat bullying through the use of the curriculum approach.

The most common approach used by high-schools to counteract the occurrence of bullying are the various programs utilizing peer counsellors. They are operating in many high-schools of late with a high degree of success. There are many models currently in operation, but only three will be presented here. These program descriptions will provide an overview of the various strategies.

One conflict management program was established in a school in British Columbia, Canada. This particular school had students from grades eight through twelve actively participate in peer mediation training. It must first be said that this school had a peer tutoring program already set up. However, this program started with all willing teachers taking a mediation skills training course over the summer holidays consisting of 24 hours of instruction.

After the teachers were qualified as trainers, they offered a credit course to their students the following semesters. The teachers met with these students three hours a week to train them and to practice role playing. At the end of the semester, teachers selected various students that were recommended by other teachers, other students, or themselves. There were 18 students chosen out of a possible 100.

Some of the specific details of this program included the utilization of two peers in efforts to co-mediate various situations. Mediations were conducted only during classroom time, and any work that was missed by the disputants was made up. Both disputants first had to agree that this situation was suitable for mediation. After the session was finished, a written agreement was drawn up in nearly every case. Students were then allowed to debrief with one of the coordinators, receiving both support and guidance. The mediators also did follow-up a week or two later to ensure that the contract was being upheld. Most referrals came from the vice principal and also parents. Almost all disputes revolved around fights or near fights, and most were found to have been fueled by gossip or rumors.

The offshoots of this program were numerous. First, two courses in managing conflicts were developed for students and another was offered at night for parents. For the school it meant fewer suspensions and therefore less work for administrators Often student teacher disputes were more successfully mediated as well. Students in disputes gained a deeper understanding of what is involved in conflict and some appreciation of where the other disputant was coming from. This program was more successful than if students had been merely suspended or given a lecture (Hahnev, Kaukua & Francis, 1990).

This program proved to be a success, although there seems to have been many hours volunteered by both staff and students in its inception. Also, the school already had an ongoing peer tutoring program in operation. The cost to have both staff and students trained, and to have credited courses offered with the school board's approval could prevent other schools from attempting this model. The internal coordination and operation of such an approach seems to suggest that this particular school had monumental support from both its board and school administration to implement such a program. All other schools may not be as lucky to be able to put forth such a coordinated and heroic effort.

Although this next program was conducted in an elementary school, it is worthy of mention. The program was entitled "Peacemakers." Over a one-month time frame, with thirty minutes of training per day, teachers taught an entire class of thirty students to be peacemakers. This training was done by providing roleplaying opportunities for all of the students to improve skills needed to negotiate and mediate other student's conflicts.

All children were taught in two stages. The first was the negotiation stage where they were instructed in how to define their conflicts. They were encouraged to exchange positions and proposals by viewing situations from both perspectives. Then they had to invent options for both students' mutual gain and come to a wise agreement. The second step of training was for the peacemakers to participate in discussions and learn about the process of mediation. Here they learned the difference between mediation and arbitration, mediation being the utilization of the services of another person to help settle a dispute between two parties, and arbitration being the submission of a dispute by the two parties to a disinterested third party who will make a binding judgement on the dispute.

When this training program was completed, the whole class was able to serve as peacemakers. In this school, two students per day were chosen on a rotating basis to act as peacemakers. They were to patrol the playgrounds and lunchrooms adorned with a specific T-shirt designating them as the students to approach to help sort out conflicts Their findings concluded that all students could benefit from being trained in how to manage conflicts constructively. As a result of this program the frequency of student-conflicts teachers had to manage dropped by 80 % and the number of conflicts referred to the principal was reduced to zero (Johnson, 1991).

Quite understandably, this program benefited the younger students as it allowed everyone to fairly practice joint decision making within a structure that emphasized a solution or settlement that was acceptable to all parties. Students were empowered to decide their desired outcome. Using the same set of procedures shared by all students made the resolutions much more constructive. This program also appeared to be quite successful, yet the

number of hours that were required to set this program up and to maintain its' existence was once again far more than many school personnel may be willing to donate. In a high-school this program would obviously run into quite a few problems due to the size of the school and the clash of different personalities.

A local teacher was interviewed about another peer counselling program run at his school. His school started with twenty students who had been selected from a pool of approximately 100 during the latter part of their second last year of high-school. During daily class time students received training by members of the school counselling staff. The students were then taught skills in proper communication, various counselling techniques, active listening, appropriate decision-making, facilitation of problem solving, and effective mediation skills.

Once trained, they were assigned to a specific counsellor in the guidance office for one period per day. They worked for only three quarters of their final year but were required to attend group meetings throughout that year on a monthly basis. He stated that peer counsellors have proven to be an invaluable human resource in his school.

One of the specific areas their impact was felt was in new student orientations where they inform students on rules, policies, and any other concerns, such as advising them regarding what courses to take for graduation requirements. They have also helped out students who are found to be truant or have fallen behind in their schoolwork. The guidance office was used to mediate student-problems and also student-teacher issues (Black, J., Personal interview , January 7, 1994).

The biggest problem, once again, with this program was the vast amount of commitment and time needed for training and supervision required. This may have been more then most schools could adjust to.

A past school board administrator was interviewed, to determine what has been done in the system as far as high-schools were concerned over the last couple of years. He said that the bulk of strategies being employed presently in the school systems were more related to prevention than to active intervention programs. He also stated that elementary schools were targeted for the majority of this work. As far as high-school was concerned, he said that bullying was controlled mostly by the policy of "zero tolerance," for physical confrontations. He added that if teachers saw any intimidation going on they would be bound ethically to intervene on a student's behalf. Having said that, he went on to say that the public really tends to underestimate the significance of this common problem. He stated that in the past, teachers often refused to deal with these types of problems by saying " Kids will be kids" (Anderson, G., Personal interview , November 5,1993).

The literature seemed to support his statements. Many studies have revolved around intervention programs for younger students. One such strategy in the United Kingdom is Kidscape. This is for three to eleven year olds, and has been used for over 600,000 children to aid in protecting them from being bullied. In this program students role-play bully/victim scenarios and then discuss strategies a victim could use to respond and to avoid bullying. Books are also used to help educate the students. This is what is commonly referred to in the research as a curriculum approach (Elliott, 1989).

Although this program had some merits for use in elementary schools and the methods of instruction are appropriate, the examples, situations, and materials used would have to be adapted for high-school students to make it a viable approach.

A number of schools have successfully utilized classrooms to teach students about bullying. One researcher found that using group lessons to teach characteristics of bullies and their characteristics along with their home lives had remarkable results. Token reinforcements and rewards for class teamwork have also had positive benefits. Disciplining, involving time outs for bullies, and behavioral contracts were utilized (Floyd, 1985).

Another study also found the most effective solution to preventing bullying was the use of homeroom classroom time for ongoing discussions with students. Researchers found that this curriculum approach had other benefits, such as helping to promote much more reliable human relationships between the students and their teachers. It also strengthened the working cooperation between students and teachers. The ultimate demise of these behavioural problems allowed for more attention being paid to a student's achievements rather than to his or her antisocial behaviors. The researcher concluded that individual and group interviews were the most effective solutions to decrease the incidence of bullying. In these interviews, bullies and their victims both had to agree to mutually acceptable norms of behavior. Then the bullies were seen individually with a therapist where their psychological defences were tackled in a therapeutic manner. The researcher was a great advocate of the curriculum approach for educating students about bullying. He utilized books and stories as well as active role playing in all-out efforts to discourage bullying (Juul, 1990).

In Norway, Dr. Olweus thought that an overall approach was the best solution. His research emphasized a much more improved mode of supervision of students during free times. Another area he suggested that needed to be developed was the individual class rules. Effective school policy is necessary, and a strict consistency with disciplinary followthrough is imperative. He also said that the training for staff in dealing with student conflicts had to be made available. To help to educate the student's parents, teachers and students should attend and participate at PTA meetings or assemblies. The use of booklets, videos and roleplaying demonstrations was another suggestion he made to get the message across. His research through his combined approach reduced bullying by fifty percent (Peters, McMahon & Quincy, 1989).

Description of solution strategy

Researchers have emphasized both the need for a formal school anti-bullying policy and an advanced degree of working cooperation between teachers and administration to achieve any success in this problem. They have predicted that, with a set of formal rules being collectively written and having them made abundantly clear to students, with support, bullying could be drastically reduced (Stephenson & Smith, 1989). On the other hand, according to other research, policy making by itself could also be considered a limitation. Merely having a policy in place to control bullying is often viewed as controlling students through the use of external imposed authority (Mellor, 1990). Consequently, if the focus of this study had been merely creating and implementing a policy, it would have been interpreted by students as moralizing or lecturing, and might possibly have bred only resistance or resentment by the students instead of the desire for constructive change. In this particular school, as previously stated, no such policy was presently in place. There was one being considered, however; the internal organizational support structures were already in place to help implement any new policy. As its creation was already in progress, there remained little to do in this area at this time.

To look at specific intervention strategies as reviewed in the literature, such as the use of peer counsellors and a variety of other peer mediation models which showed significant results, was another possibility. This school, in its infancy with respect to bullying, had never been assessed for a complete picture of its bullying problem. Setting up an intervention strategy that would require many voluntary hours of training by both students and staff as well as a concentrated effort by administration to organize an ongoing support system once again seemed somewhat unnecessary and premature.

What this writer thought needed to be done after an initial survey of bullying was to challenge and stretch the attitudes and beliefs of the students about the amount of bullying going on in their school. This was done to foster some effective student cohesiveness and, therefore, a more meaningful solution to the school's problem.

There was really only one logical place to start trying to change this, and that was in the classroom, with what research calls the "curriculum approach."

This was the best strategy thought by the writer to increase a student's awareness about what bullying is and its overall consequences to people. Conceivably, this increase in knowledge could improve a student's skills to either safely intervene on a victim's behalf or at least properly report bullying incidents. More importantly, this could also raise a student's intolerance towards bullying at school and possibly entice him or her to get involved with a preventive program.

Using the curriculum approach over a ten-week period would specifically involve educating students about bullying, its roots, and its consequences right in the classroom. According to the calendar plan (see Appendix A: Ten-week Implementation Plan), a series of presentations and follow-up discussions would challenge the students' belief systems and encourage them to look at changing their present patterns. In addition, the assessing of both the test group students' and their parents' past experiences would be done to provide a somewhat historical perspective on bullying in our culture. Active participation in roleplaying would be encouraged to provide an opportunity for experiencing firsthand newer and safer approaches to preventing, intervening, and reporting cases of bullying, without any fear of repercussions with other students at school.

Dr. E. Bono, in his book Conflicts: A Better Way To Resolve Them, said that a student's reaction to conflicts, even if only as a witness, can be critical in cases of bullying. He said they were like spectators who urge on the gladiators, and he thought that their reactions to bullying as a supporter or spectator were extremely important. He concluded that their reactions could signal the whole atmosphere of a school and were what the silent majority of students thought with regard to tolerating such situations (Bono, 1985, p. 32).

This book pointed out that students can be encouraged to help each other in cases of potential bullying. They can learn to be more assertive in their own behavior and also be encouraged to report bullying incidents to authorities. Regular class meetings and small group learning, Bono thought, were the best settings to teach appropriate responses and to show what specific rights were being violated by bullies. Role playing would enable students to experience how it feels to be a victim as well as a bully, and bullies can learn new strategies to control their aggression. Most importantly, however, all students would learn that there are sometimes more severe consequences for bullying what the victims suffer (Bono, 1985, p. 66).

Some other significant reasons for utilizing the curriculum approach were that victims, without being identified, would be able to realize that they were not alone in their struggles and that other students have also had similar problems. This strategy would enable them to preserve their dignity without remorse. Bullies, on the other hand, without being identified, would realize that the majority of their peers do not condone their actions. The greatest benefit, however, would be that all discussions would help build a school's ethos, in which bullying is recognized as ultimately wrong and would not be tolerated by peers or staff who witness it.

The test group, composed of three eleventh grade classes, would meet in ten weekly half-hour sessions with the writer to address the issue of bullying in their lives. The test group would be asked to fill out the survey (see Appendix B: Student survey). This questionnaire was taken from a booklet put out by the National School Safety Center in California, called, "Set Straight on Bullies." The survey used was modified by the writer to be more user-friendly and compatible with teenagers attending secondary schools. The overall content was still intact, although various words were changed and a few questions pertaining to elementary school students were eliminated. These surveys would be used both as a pre-test and a post-test, and the data would be compiled separately, as well as compared against each other after the ten-week period to ascertain any changes.

Although the surveys had nineteen questions, there were ten specific questions that would be used to ascertain any changes in a student's knowledge, skill development, and willingness to participate in reducing bullying. Four questions (multiple choice) would be used to assess the test group's knowledge of bullying. All of the answers to these questions were correct. Therefore, the more answers the subject responded to, the greater the indication of knowledge.

To assess the test group's skill level in how they could safely intervene or properly report bullying, there were three questions asked. These answers were ranked from least to most effective methods of intervention. Therefore, the higher the subject responded alphabetically, the greater the skill level indicated.

The last two questions were used to evaluate a subject's willingness to participate in constructing policy and willingness to help develop a student-run preventive program. These questions would be asked to assess if they are satisfied with the situation as it was presently, or would be willing to step forward to volunteer to change it through policy and strategy development. All nine of these questions were designed to address the goals and objectives stated in chapter three.

At the time the surveys would be filled out, specific directions would be given by the writer to the test group. They would be instructed to answer the questions based on their experiences up until that day. Although the students would not have to use their names, they would be asked to identify their surveys with a number or symbol, if they do not wish their names used. When the post-test would be administered, the writer once again would instruct the test group to answer the questions based only on their experiences prior to the pre-test. This would be done so as not to contaminate the results, by including recent experiences at school that may have occurred during the time between the pre-test and post-test.

During the next nine weeks, the writer would utilize classroom time to present various types of information on bullying. The writer would first seek to find out the test subjects' previous sources of information taught to them with respect to bullying, and would attempt to enlighten them with some more recent and reliable research in the field regarding bullying in schools. In sessions after that, the test group of students would have the opportunity to develop their skills at intervening on any victim's behalf in a safe manner. This would be accomplished through the use of open discussions and role playing both as a victim and a bully. Proper reporting procedures and the support systems in place for their safety would also be presented.

One portion of these classroom discussions would be centered on the parents' responses to a separate questionnaire (see Appendix C : Parent Survey). The results of these surveys would be used to gain a historical perspective on bullying and to provide a discussion about various modern influences of the media, etc. These surveys were taken from the same booklet as mentioned previously from the National School Safety Center. They were also slightly modified for the use in this study.

Halfway through the discussion group sessions the writer would hand out an evaluation sheet (see Appendix D: Evaluation Form). This would be done for quality control purposes and basically to get a reading from the test group if a change in facilitator was needed or the information was relevant, timely, or of any use to the students. The teachers and administration were invited to give their feedback. Should a change in facilitators be required, then after a meeting of the teachers involved a new facilitator would be inserted.

At the end of the classroom session series, the student subjects of the test group would complete their survey a second time which would be utilized as a post-test. The results of this second set of surveys would be compared to the first survey results. These findings would then be reviewed by the writer and measured directly against the responses to the pre-test to determine the results. No results would be recorded as a response through the writer's interpretation.

This writer's first responsibility in this study was to seek permission from both the school principal and the school board for the opportunity to conduct this study with their students. Permission from the National School Safety Center to use its survey forms was also requested (see Appendix E: Permission Letter).

After obtaining permission from the principal and the school board to run the study, the writer would set up a short meeting to inform the teachers of the classes in the test group and any interested administration staff about the contents and plans of the practicum study. All of the participants would then be provided with the writer's background information for conducting this research and a list of the ongoing activities planned for the study over the next ten-week period. They would then receive copies of the student survey, parent survey, the ten-week calendar plan, and the evaluation sheet. Parents would be informed of what was to happen with the students by a letter sent out to them (see Appendix F: Parents Letter).

In order to facilitate the implementation of this study, the teachers of the classes of test group students would be asked to support the writer by being present at all of the classroom sessions. Administration would also asked to cooperate with the writer by ensuring that all students in attendance that day be in class at these specific times. The writer also would ask for the support of teachers and administration to ensure that the students would not be asked to participate in any other tasks during these sessions.

At the conclusion of each classroom session, the writer would make himself available to both staff and students for a short time, for any further review or any additional emotional support that might be needed. The costs to complete this study would be minimal, as there would only be the cost of copying for surveys and evaluation forms. The school would be asked to assume these costs.

The only major limitation this proposal would be bound by was the ten-week time frame. During this implementation time, a successful strategy would have to be concise, specific, and verifiable, to target specific areas

surrounding the issue of bullying and make an immediate impact on it. More importantly, to change the student body's knowledge, skill levels and willingness to help prevent bullying, an ongoing educative process would have to incorporate a safe setting enabling them to experientially learn about bullying. Ten half-hour sessions may not be a long enough opportunity to change these things significantly.

CHAPTER V

STRATEGY EMPLOYED

Action taken and results

The student surveys were filled out during the first and last classroom sessions. The results were split into two separate categories. The first one was information obtained on the first page of the student survey. This was general student information to provide the school with some preliminary data on the general population of the students in the group. This information was not required as part of this study but was of interest to report. The school requested this information from the writer as part of its internal documentation.

The results of these questions were as follows. There were 86 students Who answered the initial survey, 50 males and 36 females. The top three responses in order of preference to what is your favorite time at school were spares, lunch and gym. What they liked most about school was friends, sports, and academics, in that order. Over half of the students, 63, admitted to having a lot of friends, and 43 reported to have at least 10 to 20 acquaintances. Sixty-nine students stated they were best friends with at least two other people. The group in total also stated their biggest worries about school were academics and pleasing their parents. It is also important to state that 76 students reported bullying in the pre-test and in the post-test there were 83 students who reported see bullying happening in their school.

The second category of results was the answers to the specified questions of this study (see Appendix H: Pre Test And Post Test Survey Results). To assess the difference in a student's knowledge about what bullying entails, the survey calculated the responses for questions five, seven, eight and nine. For the results on the changes in a student's skill level of intervention or reporting procedures, questions two, fourteen, fifteen and sixteen were tabulated. Questions seventeen and eighteen were used to assess

the variations in the student's willingness to participate in some preventive strategies.

In the category to assess a student's knowledge about bullying there was a substantial increase in responses from the pre-test to the post-test. In question five for instance, 49 students stated in the pre-test that they had not been bullied; but in the post-test only 27 students said they had not been bullied. This is a 45 % increase in students recognizing what is involved in bullying and how in fact they had been bullied. The post-test responses to this question asking the various methods of how students had been bullied revealed an increase from 37 on the pre-test to 59 on the post-test. The only exception was the number of victims of robbery which remained the same at zero. This increase in number of responses indicated a more sophisticated eye for recognizing incidents of bullying.

In question seven, the survey asked subjects why they thought other students were being bullied. In the pre-test 22 students answered that they did not know why, but in the post test only 11 students stated they did not know. This is a 50 % increase in the student's ability to recognize bullying. The number of total responses to this question went up from 104 in the pre-test to 165 in the post-test, again supporting this finding.

Question eight was answered in a very similar way. Of the 40 students who answered on the pre-test that they had not been bullied, there were 14 less responses in the post-test. Once again this decrease suggested there had been some new knowledge acquired as 14 students were now able to recognize they had in fact been bullied before. The 15 more responses in the same question asking why this had happened conveyed that they also had a increased capability of understanding what bullying involves.

On question number nine asking why students bullied others, the pre-test had 5 students admitting they did not know why. Subsequently, on the post-test this went down to only 2 students. This suggested an increase in bullying knowledge with students. The total number of responses for this question went from 140 in the pre-test to 219 in the post-test. Once again this

was a substantial enough increase to suggest recognition of bullying and an understanding of what bullying entails.

These increases were more than the 30 % required to meet part of objective number one as stated in Chapter III, with respect to increasing student's knowledge. However, the number of students showing an increase in knowledge when individually comparing pre-test and post-tests was only 59 students. This equates to only 68 % of the students and not 75%, as stated in the objective; so therefore the objective was not fully met. One reason for this result could be that in this case, the original objective was set too high. Were the classroom time lengthened, then possibly this objective might have been fully met.

With respect to increasing the test group's knowledge about how to properly and safely intervene or report bullying incidents, the responses to question two indicated that this was so. Responses in the post-test increased from 7 to 12 to the area of waiting and then trying to assist the victim. The responses in the category of getting assistance also increased from 8 to 14. These increases in responses indicated an increase of 58 % and 57 % respectively; yet when the students were asked whether they would now ignore the situation or just stay out of it the responses were the same. The writer thought that just because students may now know what to do they will not necessarily do that unless they could be assured of their safety.

Question fourteen asked what advice the test group had for students being bullied. The pre-test and post-test results with respect to total number of responses went up in the category of asking for help from 28 to 43. Similarly, the category of talking to someone about what you see went from 3 to 32. The category of reporting the incident as well went from 3 to 12. These were very substantial increases indicating a raised awareness of how to intervene or report any bullying incidents.

Question fifteen about what school staff can do to help stop bullying also had an increase in responses from 115 to 182 on the post test. Responses to question sixteen asked what parents can do to help the responses also went

from 109 to 153 in the post-test. Once again this increase in responses suggested that some learning had occurred and that students demonstrated they knew how schools and parents could support an anti-bullying stance.

Objective number two stated that 75% of the students would improve their abilities to safely and properly intervene. When individual comparisons between pre and post test results were analyzed, only 12 % of the students demonstrated an improved ability. However, the amount of improvement these students demonstrated was over 45 %. The writer thought that the objective was unrealistically stated. Whether the numbers were significant or not, a significant amount of learning seemed to have occurred.

When it came to willingness to help write school policy, the increase of students willing to help went up minimally. There were 55 students who answered "Maybe" on the post-test when only 52 had said "Maybe" on the pre-test. When the question asking for volunteers to help participate in setting up a student-run anti-bullying intervention program, 49 students answered "Maybe" on the post-test when only 39 students had answered |"Maybe" on the pre-test. The number of increased responses to the policy question was only 3.4 % and 11.6 % on the intervention question. This was far below the 50 % of students that were stated in objective number three. The 20 % increase in willingness to participate also fell short of the intended objective. One possible explanation was that the classroom presentation for this part of the study was done through a lecture as opposed to the hands-on formula used to teach other skills. The test group may have been bored with this approach, and it may have been reflected on their scores.

This study had relatively few changes from the original ten-week implementation plan (see Appendix A). When the writer met prior to the classroom sessions with both the teachers and the principal there was only one minor change suggested at that time. The use of an answer sheet for the student surveys was suggested to cut down on the amount of photocopying required. This has now been included in Appendix B. The group decided that the writer should come in at the end of the regular classroom period rather than the beginning so as to help to ensure that the students would do their

regular assigned work first and not be unable to do so as a result of any ensuing discussions. The only difficulty found by the writer was that the length of time given for each session seemed too short. Some sessions had to end abruptly due to time running out. The test group identified a comprehensive list of behaviors recognized as intimidation (see Appendix I: Intimidation). Copies of this list were given out to all the participating students and families during the third classroom session.

The results of the mid-point evaluation (see Appendix J: Mid-Evaluation Results). These indicated that what students would have liked most were "the learning," "the use of drama," and their "ability to cope." What they liked least were " nothing," " not enough participation," and " it wasn't long enough."What they wanted to see more of was "more drama," "more time," and "more class participation." What they wanted to see less of was "nothing," " less regular class," and "less lecturing." These results were interpreted by the writer as accurate and positive.

Whether the results of this particular study could be compared to other problem solving efforts reported in the literature is hard to say. This writer could not find any other studies that matched the objectives and goals of this one. The results, however, do confirm with other researchers that the incidents witnessed by students, 96 % (question number one), is accurate and consistent with other studies. The incidents of bullying experienced by students, 37.4 % (question number four), also fits with other researchers' results. This study seems to uphold the belief that the curriculum approach is both quick and highly effective in improving a student's ability to gain some knowledge, understanding, skill development, and some motivation to developing anti-bullying policies and/or student-run programs.

CHAPTER VI

CONCLUSIONS

Implications and recommendations

This study showed that increasing students' knowledge about what bullying involves and improving their ability to correctly identify incidents of bullying could be improved using the curriculum approach. The goal and the objective as stated around this specific area were accomplished.

Increasing the test group's knowledge of how and why to intervene or report incidents of bullying was also in this writer's opinion achieved. However, when the post-test was conducted, many students stated they would still ignore most bullying situations, or still not even intervene to help a victim. When asked why they would do this even when they admitted knowing that it was not the best thing to do, they answered that until there was a formal policy or program in place to ensure both the victim as well as their own safety they could not do anything else as they realized it would not be safe.

With respect to increasing the willingness of students to participate in policy writing and participate in student-run prevention programs, the results were positive. Although they were not as high as predicted, they did show more willingness to investigate the possibility of participating. Frankly, the test group's high number of positive responses in the pre-test at first surprised the writer. These students seemed to be quite ready to have a program in place immediately and when they found out there was a possibility of achieving one, they maintained their high enthusiasm and motivation.

Although some of these results did not meet the predicted outcome, the results overwhelmingly demonstrated that the students did in fact benefit significantly from this experience. This study endorsed the use of the curriculum approach and proved that it worked as well with high-school students as the literature said it did in the elementary schools. The test group

of students liked the idea of learning in a safe setting utilizing an experiential approach through the use of drama. The results of this study indicated that one can quite readily predict a high degree of knowledge and experience will be obtained when using the curriculum approach.

The negative or neutral outcomes of this study, however, do show us that some factors should be taken into account if one were to redo or expand this study. Some of these recommendations are as follows. The length of time required for this project of ten weeks did not seem sufficiently long enough for students to fully benefit from the classroom sessions.

A longer period of classroom time should be utilized, a period of twelve to twenty-four weeks may provide more positive results. The continuation and even further use of drama during the classroom sessions would also be recommended. Typical high-school students seem to relish the opportunity to act out what they see going on all the time in their school. The acting out of bullying scenes seemed easier for them to participate in and relate to than some of their regular drama classes. Perhaps it was because most of them had extensive background experience in witnessing bullying going on.

The lengthening of the classroom session times would be recommended also as only one half-hour per week did not prove sufficient. This increased time would help raise the participation level and also provide more opportunity for follow-up discussions.

Most studies in the literature seem to focus on how to identify the problem and how significant it is rather than how to teach students how to overcome it. In the future some aspects of this project could be repeated on a larger population in a school. Perhaps a whole grade or even a whole school could institute a bullying information format as part of the school curriculum to deal with the underlying safety problems at most schools. Only then could schools come up with policies immediately and put prevention programs in place while the enthusiasm and motivation are at their highest.

This writer thinks that many schools seemed to have focused more on getting rid of the bad apples in their systems rather than on the habilitation of these minority students from whom others need protection. Students in this study seemed to be saying they were ready for this and that were prepared to act on it immediately. This may not be the case next year, so immediate follow-up is of the utmost importance.

The goals and objectives of this study seem to have been set too high. There were also no other studies with which to compare this one with. Most studies were done with elementary school children and were, therefore, not applicable. Although some of the predicted goals were not reached, this study was far from having any negative results. The school finally found out how serious its problem was, and immediately found a successful way to provide an effective solution.

It is equally important that teachers and administrators see this as a large problem in their field and that it must be addressed now. The point is that students themselves when provided with some direction and guidance will police and address this problem on their own without any need of administration's help. In order to build self-esteem in students, school personnel need to let students wrestle with this issue and fix the problem themselves. This writer believes they can.

As a result of this study being successful at the school, there are plans to set up a specific segment on bullying as part of the grade eleven curriculum next year. The target date is September of 1994. These classes will be taught next year by the guidance counselling staff as cutbacks have reduced the regular teaching staff. The counsellors have asked the writer to give them both an overview of this study as well as to consult with them on how to effectively run this program next year.

The writer has also been asked to share this study with a group of special consultants at the local school board office as they are very interested

in training all their teachers on how to teach anti-bullying strategies in all the city's schools. This meeting is set for the end of June and further discussions will be held over the upcoming summer. It is hoped that this will lead to a much larger study being conducted and even possibly some employment opportunities for the writer.

There is an organization here in the city with over a hundred agency members that deals specifically with adolescents. It is planning a conference this fall to address many issues concerning caring for our youth. The writer has requested a meeting with the conference committee to see whether they would be interested in having a portion of their conference to address bullying and what to do about it. These meetings will also be scheduled over the summer months. When the persons mentioned above found out that the writer had been conducting this study, they were very much interested in how this could be utilized on a bigger scale. They have said that there is a need for bullying interventions and they would like this particular method to be investigated immediately as it seems to have great potential.

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APPENDIX A

TEN WEEK IMPLEMENTATION PLAN

TEN WEEK IMPLEMENTATION PLAN

Week One

The first week the staff and the writer will meet at the school as previously mentioned, to inform all teachers and administrators of the forthcoming events. During the first week of classroom sessions, the classes of test group of students would be introduced to the writer and asked by him to fill out the initial surveys first. Its purpose would be explained after. They would be instructed how to fill out their answer sheets and how to identify their surveys should they not want to use their names. After the surveys are completed and have been handed in, the writer would tell the students what the study's purpose is and any quick questions would be answered regarding what would be happening over the next ten weeks.

The results would be tabulated at the end of that week's sessions after all student surveys have been handed in. They would then be charted in preparation for giving the test groups some feedback the following week. Any students away the first week would be asked to fill out the survey some other time that week or at the next classroom session. This would be done to ensure all students in the class could participate and also to ensure that the records kept would be complete and accurate.

Week Two

The following week the writer would provide the students with the results of the pre-test results, and then the writer would poll the students to come up with their own list of what kinds of acts constitute bullying; acts that may be considered physically, emotionally, verbally, and sexually abusive. If time allows, the class would also be requested to come up with a list of some of the consequences bullying can cause. These lists would be collected at the end of the week from all classes to form a comprehensive list to be given back to the students the following week.

Week Three

In the third session, a discussion would ensue surrounding the myths and portrayals of bullies in the media The creation of legends and heros who use violence as a means to an end would be the topics of discussion. The purpose would be to challenge students to see the effects of media on both their lifestyles and society's acceptance of bullying in schools. The building of reputations and the absurd lengths to which students will go to preserve them will also be discussed. At the end of this session, the parent surveys would be sent home with all students, requesting that their parents provide their own comments about their experiences with bullies. In addition, they would be solicited for any comments they think the school administration could find useful in its attempt to create a formal school policy against bullying. This would be done to enhance both parental involvement and possibly their participation in a future community-supported school policy and any future student-based intervention strategy.

These parents would be asked to be return the surveys to the school as soon as possible. The writer and the principal will tabulate the data and present results at the next session. Over the course of this implementation period, the writer would make himself available to the school administration, should that be required for consultation in the creation of the school's formal policy.

Week Four

The fourth week, the results of the parent survey would be discussed by the test groups to provide a historical perspective on bullying and acknowledge their parents' comments. The writer would share some information about just how severe this problem is throughout the world and the severity of some of the cases. This open forum would be used to discuss the students' reactions to their parents' stories about being bullied. This would be done to encourage the students to reflect on not only their actions but also their attitudes toward these events.

Week Five

The fifth week would be the time for students to once again do some active role playing, acting out the bully's part just as was done to them, to see how others would have reacted. The purpose would be to have the victims let others know the effects bullying had on them. All students would discuss afterwards what other alternatives could have been attempted to help either intervene or even report the incident to someone else. Who would be the appropriate persons one could talk to would also be discussed and what to do if there were no one with whom to talk about this. At the end of this session the test groups would be requested to fill out the mid-evaluation forms and thanked for their assistance.

Week Six

One week after that, the students would be informed of the results of their evaluations and a change of facilitator would be implemented immediately should that be required. The session would be continued with a look at the proper way of reporting a bullying incident. The students would be reassured that if a report were received, it would be acted upon as quickly and as discreetly as possible. The exception would be if the situation were deemed a criminal offense. At this time, the test groups would be told some of the ways in which other schools are handling their bullying problems and just how effective some policies and other strategies have been. The intervention models discussed would include both peer mediation approaches and also conflict resolution strategies. These models would be open to both criticism and/or praise by the students.

Week Seven

On the seventh week, a formalized school policy will be discussed with the test group as a proposal to be given to the principal. Other versions and the consequences would be introduced and discussed in the open forum. What their school's response to date has been will also be assessed, and

combined recommendations would be collected. What the students wished to do with these recommendations would be evaluated later.

Week Eight

During the eighth week, the writer would hand out the student surveys once again to the test group subjects. The students would be advised to answer the survey from the time frame prior to the classroom series of discussions. These results would be gathered, tabulated and consolidated with the results of the first survey to find any variances in the three main areas being assessed.

Week Nine

The ninth week, the writer would distribute the final results of the surveys and discuss them in light of future opportunities. The students would be asked if they would like their recommendations forwarded to the principal for review in the creation of a formal school policy. If they stated that they wished this to be done, then the writer would do that. All students and staff would be thanked for their participation in making this study happen and for their help in this research.

Week Ten

The last week, the parents would be sent a thank-you note by the writer and school for their help. In addition, they would receive notification that they could obtain a copy of the survey's results should they wish. The writer would individually thank all teachers and administrators for their cooperation and active participation. The results would also be forwarded to the school board, and a thank-you note would be sent to them for their support. The writer would also be available to them should they request his help in expanding the study or even redoing it at another school or implementing a larger study next year.

APPENDIX B

STUDENT SURVEY

STUDENT SURVEY

Please respond to this student survey honestly and accurately. You do not have to put your name on this survey. Circle the letter of the best answer for each question. All questions and answers relate to this year.

School _____ **Date** _____

Grade _____ **Age** _____ **Height** _____ **Weight** _____

I am a:

A Female
B Male

What is your favorite time at school?

A Classroom time
B Spares
C Lunch time
D Gym
E Other

What do you like most about school?

A Learning, classes, teachers
B Special activities and programs
C Socializing with friends
C Sports
D Other

How many close friends do you have (ones you see and talk to every day)?

A None
B One or two
C A few
D Lots

About how many students are just acquaintances?

A None
B Just a few
C About 10 or 20
D Almost everyone

How many students do you think consider you their best friend?

A None
B One or Two
C A few
D Lots

Compared to other students, how many friends do you have?

A More
B Less
C About the same

What is your most important worry while at school?

A Academic achievements
B Meeting friends
C Belonging to a group
D Your safety
E Pleasing your parents
F Other

Are you or have you ever been too scared to come to school?

A Never
B Sometimes (once or twice a month)
C Regularly (once or twice a week)
D All the Tim

STUDENT SURVEY QUESTIONS

PLEASE DO NOT MARK THE QUESTION SHEET

The following questions are specifically about bullying. "Bullying" is when one or more students pick on another student. This includes being teased, insulted, threatened; or excluded; being robbed; shoved, hit, kicked, or coerced into fights. Remember, the questions and your answers apply to this year only.

1. Have you seen bullying going on at your school?

A Never
B Once in a while (once or twice a month)
C Frequently (once or twice a week)
D All the time

2. If you saw someone being bullied at school, what would you do?

A I haven't seen any bullying
B Nothing, stay out of it
C Ignore it, as it's none of my business
D Confront the bully in private
E Wait and then try to help the victim
F Ask for help from staff or other students
G Other

3. What do teachers or staff at school do when they see bullying?

A Nothing, ignore it
B Stop it and tell everyone to leave
C Stop it and help solve the problem
D Get assistance
E Other

4. Are you now or have you ever been bullied at school?

A Never
B Sometimes (once or twice a month)
C Regularly (once or twice a week)
D Every day

5. How were you bullied?

A I haven't been bullied
B Teased, insulted, threatened
C Ostracized (not talked to or asked along on purpose)
D Something was taken or stolen from me
E Shoved, hit, kicked
F Robbed
G With a weapon - what kind
H Other

6. How many students bullied you?

A I haven't been bullied
B One
C A small group (two to five)
D Lots (more than five)

7. Why do you think other students have been bullied?

A I don't know
B They look or act different
C They are too smart
D They are smaller, weaker or younger
E They just seem to ask for it or deserve it
F Other

8. If you were bullied, why do you think it happened to you?

A I haven't been bullied
B I don't know
C I look or act different
D I always do well in class
E I'm smaller and weaker
F I guess I just deserve it
G Other

9. Why do some students bully others?

A I don't know
B They are bigger and stronger
C They think it's fun
D To get even for being bullied themselves
E To "show off" or impress their friends
F There is fighting at their home
G Other

10. If you bully other students, why do you do it?

A I don't bully
B To get even
C So they know who is in charge
D My friends and I think it's fun
E I was taught it's o k to hit someone that bothers me
F Other

11. Has anyone ever talked to your class about bullying?

A No
B Once, and it was helpful
C Once, but they really did not understand
D Regularly, and it helped a lot
E Regularly, but it doesn't seem to help.

12. Is there anyone you could talk to about being bullied?

A I have not been bullied
B No it wouldn't help anyway
C No there isn't anyone
D Yes a teacher or other school staff
E Yes my parents or other adult I live with
F Yes a brother or sister
G Yes a friend

13. What advice have you been given to stop being bullied?

A None
B Try to talk to the bully and tell him or her to stop
C Ignore the problem and it eventually will go away
D Stand up to the bully and hit (or insult) them back
E Tell an adult about the problem

14. What advice do you have for other students being bullied?

A None
B Stand up for yourself and fight back
C Have bigger friends to protect you
D Ask someone for help
E Talk to anyone about what you see
F Report the incident
G Other

15. What can staff at school do to help stop bullying?

A Supervise the school better
B Start student-run mediation or conflict resolution programs
C Create and implement school policy against bullying and punish bullies
D Have class discussions about bullying prevention
E Help students, families, and communities work together
F Other

16. What can parents do to help stop bullying at school?

A Get involved by supporting their teen's' schoolwork and social activities
B Be more understanding about the problem and discuss it often
C Tell someone at school what they see at home
D Give suggestions for policy and consequences
E Other

17. Would you be willing to help prevent bullying from occurring in your school by helping to write school policy and consequences?

A No B Maybe C Yes

18. Would you be interested in volunteering to help set up a student run intervention program?

A No B Maybe C Yes

STUDENT SURVEY ANSWER SHEET

Circle the letter of the best answer(s) for each question.

1.	A	**6.**	A	**10.**	A	**14.**	A
	B		B		B		B
	C		C		C		C
	D		D		D		D
					E		E
2.	A	**7.**	A		F		F
	B		B				G
	C		C	**11.**	A		
	D		D		B	**15.**	A
	E		E		C		B
	F		F		D		C
	G				E		D
							E
3.	A	**8.**	A	**12.**	A		F
	B		B		B		
	C		C		C	**16.**	A
	D		D		D		B
	E		E		E		C
			F		F		D
4.	A		G		G		E
	B						
	C			**13.**	A	**17.**	A
	D				B		B
5.	A	**9.**	A		C		C
	B		B		D		
	C		C			**18.**	A
	D		D				B
	E		E				C
	F		F				
	G		G				
	H						

Initals_____

APPENDIX C

PARENT SURVEY

PARENT SURVEY

Research indicates one in ten students is regularly victimized by schoolyard bullies.

"Bullying" is defined as one or more students inflicting physical, verbal or emotional abuse on another student or students.

Please respond to this survey honestly and accurately. This research will help to develop appropriate strategies to respond to the bullying phenomenon.

This survey is strictly confidential. Thank-you for your participation.

Age _____ Male _____ Female _____ Occupation _____

I attended Grammar School(s) in City/Province:_____

Junior High School(s):_____

Senior High School(s):_____

Please circle the best answer

1. What did you like most about school?

A Learning, classes, teachers
B Social activities (dances, special events and assemblies)
C Being with friends
D Sports
E Other things _____

2. What was your most biggest concern at school?

A Academics
B Meeting friends
C Belonging to a group
D Your safety
E Pleasing parents
F Other things _____

3. Do you remember your schoolyard bully?

A No
B Yes, vaguely
C Yes, by name!

4. If you saw bullying at school, what did you do?

A Nothing, just watched
B Ignored it, it was none of my business
C Tried to stop the bully or help the victim
D Sought help from school staff or other students

5. Were you ever the victim of bullying at school?

A Never
B Once or twice
C Regularly

6. If you were victimized, how?

A Teased, insulted, threatened
B Ostracized (not talked to or played with)
C Robbed
D Shoved, hit, kicked
E All the ways mentioned above
F Other ways _____

7. Did you bully or participate in bullying other students?

A No
B Once or twice
C Regularly

8. Why do you think some students were the target of bullying?

A They looked or acted different
B They were too smart - "teachers' pets"
C They were smaller, weaker or younger
D They just "asked for it"
E Other reasons _____

9. Why do you think some students were bullies?

A They were bigger and stronger and wanted to prove it
B They liked or thought it was fun to hurt other students
C To "get even" for being bullied themselves
D Someone at home taught them hitting was the way to resolve problems
E To "show off"
F They were just "jerks"
G Other reasons _____

10. In which grades do you recall bullying being the biggest problem?

A Elementary
B Middle School or Junior High
C Senior High

11. As an adult, do you consider any of your peers or business associates to be bullies?

A Yes
B No

12. If you know any adult bullies, do you suspect they were bullies as kids?

A Yes
B No

13. What is your opinion of schoolyard bullying?

A "No big deal", just kids being kids
B A problem, but not serious
C A serious problem that requires immediate attention

14. In your opinion, is schoolyard bullying preventable?

A Yes
B No

15. Who is responsible to solve the schoolyard bullying problem?

A The kids involved
B School personnel (better supervision, stricter discipline)
C Parents and guardians (better communication, parenting skills)
D All of the above

16. Would you be willing to participate in writing a school policy to prevent bullying?

A Yes
B No

17. Would you be willing to volunteer in helping to set up a student run intervention program?

A Yes
B No

APPENDIX D

EVALUATION FORM

EVALUATION FORMS

1. What I like most about this study is ...

2. What I like least about this study is ...

3. What I'd like to see more of is ...

4. What I'd like to see less of is ...

Thank-you for your cooperation!
Gordon Young

APPENDIX E

PERMISSION LETTER

March 07, 1994

Dear sirs,

I am writing to you today to seek your permission to use a modified version of your " Set Straight on Bullies " Student survey, as well as your Adult survey. I am in the process of completing my Masters of Science degree at Nova University in Childcare, Youthcare and Family Support. The program requires me to do a practicum study and I have chosen to help out one of the local high-schools here in Calgary that suffers from a significant bullying problem.

Your survey will be adapted slightly with a few questions deleted, and some words changed. My focus is to help students, using a curriculum approach, to improve their knowledge about bullying, their skills to intervene, and to develop their motivation to participate in preventative programs. Please find enclosed a copy of the modified versions of the surveys.

Should you approve of this, please send me your permission in writing as this is a requirement for my course. I thank you in advance and am available to answer any questions in relation to my surveys or my work.

Yours truly,

Gordon H. Young

Approved Please indicat
that it was adapted from NSS
Thank
R. D. Stephen
Executive Dir

APPENDIX F

PARENTS LETTER

PAX ET CARITAS

HIGH SCHOOL

April 13, 1994

Dear Parents,

During the past years teachers and administrators have worked hard to create a "Safe School" environment at . There is a "zero tolerance" policy on violence. Students who fight or engage in severe acts of violence are suspended. I, however, continue to be concerned about acts of intimidation or bullying, I am not sure to what extent the students see it as a problem. While bullying, in some form, occurs at all levels of schooling, I would like to encourage conditions at which actively discourages bullying. I hope to encourage attitudes which support a safe and secure school.

In order to better understand student perceptions of bullying I have invited Gordon Young to work with three CALM teachers. We are undertaking a pilot program in your child's CALM class. Mr. Young is an Adolescent Therapist who spoke at a parent council sponsored session on **Parenting Skills** in October. He will work with the teacher in conducting thirty minute sessions on bullying during eight consecutive Wednesday morning classes. A questionnaire on bullying will be given at the beginning and the end of the eight weeks.

The intent of this pilot program is to obtain information covering student perceptions on bullying and to what extent they may have been involved. We also hope to develop teaching strategies and classroom discussion suitable for high school CALM classes. Our goal is to increase student knowledge, explore possible student intervention strategies and encourage student behavior which discourages bullying.

I also invite your input. A parent questionnaire will be sent home for you to complete.

Please contact me if you have any questions.

Sincerely,

Principal

Sincerely,

CALM Teacher

APPENDIX G

THANK-YOU LETTER

June 22, 1994

To all students staff and parents

I would just like to take this opportunity to thank you all for your assistance in making the study I've completed on bullying and intimidation such a success. The last ten weeks have been alot of work for all of us and I owe you all my gratitude for all your participation in my study.

First and foremost, I want to thank all of the grade eleven students who participated for their willingness to go through with this idea. I applaud your efforts with respect to your participation in the classes and I throughly enjoyed being your part time instructor. You really are a great bunch of kids.

To the three teachers involved, I wish to extend my heart felt thanks to you for letting me be parachuted into your classrooms. I hope you found the breaks I may have provided you rewarding and deserving.

To the parents of the students, thank-you for filling out the surveys. Your children I hope found them useful and please don't think that the discussions about bullying are now finished. In fact I hope they are now just beginning.

To the principal and guidance counselling staff whose brain child this project really was, I wish to personally thank you for your support and belief in my capabilities. I hope I have not let you down.

The final results are now being printed up and should be available to you in written form very shortly. I wish you all the best for this summer as we all deserve a break.

Yours truly,

Gordon H. Young

APPENDIX H

PRE-TEST AND POST-TEST RESULTS

PRE AND POST TEST RESULTS

KNOWLEDGE

5. How were you bullied?

Pre Test		Post Test	
49	>	27	I haven't been bullied
18	<	28	Teased, insulted, threatened
10	<	12	Ostracized (not talked to or asked along on purpose)
1	<	5	Something was taken or stolen from me
5	<	10	Shoved, hit, kicked
1	-	1	Robbed
0	-	0	With a weapon - what kind
2	<	3	Other

7. Why do you think other students have been bullied?

Pre Test		Post Test	
22	>	11	I don't know
34	<	54	They look or act different
8	<	14	They are too smart
28	<	52	They are smaller, weaker or younger
23	<	31	They just seem to ask for it or deserve it
11	<	14	Other

8. If you were bullied, why do you think it happened to you?

Pre Test		Post Test	
46	>	32	I haven't been bullied
18	<	20	I don't know
7	<	12	I look or act different
1	<	2	I always do well in class
3	<	8	I'm smaller and weaker
3	<	5	I guess I just deserve it
8	>	7	Other

9. Why do some students bully others?

Pre Test		Post Test	
5	>	2	I don't know
22	<	51	They are bigger and stronger
38	<	61	They think it's fun
12	<	19	To get even for being bullied themselves
53	<	66	To "show off" or impress their friends
5	<	15	There is fighting at their home
10	>	4	Other

INTERVENTION SKILLS

2. If you saw someone being bullied at school, what would you do?

Pre Test		Post Test	
2	-	2	I haven't seen any bullying
35	>	33	Nothing, stay out of it
17	<	18	Ignore it, as it's none of my business
4	>	2	Confront the bully in private
7	<	12	Wait and then try to help the victim
8	<	14	Ask for help from staff or other students
15	>	5	Other

14. What advice do you have for other students being bullied?

Pre Test		Post Test	
7	>	6	None
40	>	31	Stand up for yourself and fight back
7	<	15	Have bigger friends to protect you
28	<	43	Ask someone for help
3	<	32	Talk to anyone about what you see
6	<	34	Report the incident
3	<	12	Other

15. What can staff at school do to help stop bullying?

Pre Test		Post Test	
28	<	41	Supervise the school better
13	<	25	Start student-run mediation or conflict resolution programs
27	<	41	Create and implement school policy against bullying and punish bullies
22	<	41	Have class discussions about bullying prevention
13	<	21	Help students, families, and communities work together
12	<	13	Other

16. What can parents do to help stop bullying at school?

Pre Test		Post Test	
26	<	30	Get involved by supporting their teen's' schoolwork and social activities
34	<	50	Be more understanding about the problem and discuss it often
8	<	23	Tell someone at school what they see at home
22	<	39	Give suggestions for policy and consequences
12	<	13	Other

WILLINGNESS TO PARTICIPATE

17. Would you be willing to help prevent bullying from occurring in your school by helping to write school policy and consequences?

Pre Test		Post Test	
52	>	21	No
22	<	55	Maybe
10	-	10	Yes

18. Would you be interested in volunteering to help set up a student run intervention program?

Pre Test		Post Test	
48	>	28	No
29	<	49	Maybe
9	-	9	Yes

APPENDIX I

INTIMIDATION

INTIMIDATION

There are three main types of intimidation, **physical, psychological** and **sexual.** The following are examples of each type that were compiled from this project.

PHYSICAL

Harrassment:
pushing, shoving or confining
bullying, picking on other students
ganging up on students
Provoking fights and physical assaults
Vandalism: defacing or destroying other student's property
Extortion: victim forced by threats into handing over property
Theft: culprit/perpetrator not seen by victim
Robbery: culprit/perpetrator seen by victim

PSYCHOLOGICAL INTIMIDATION

namecalling /racial ,ethnic slurs
threats - physical,oral or written
humiliating students with jokes or pranks
condemming or talking down to others
intimidating stares, gestures or yelling

SEXUAL INTIMIDATION

sexually explicit talk/ references/ sneering comments
sexual advances, unwanted touches, grabbing, or whistling
ogling, leering stares
written or orally explicit messages
being continually stalked or called on the telephone